Chapter 8: The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented

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> The whole process of education should thus be
> conceived as the process of learning to think
> through the solution of real problems.
> (John Dewey, 1938)

Author's Note. The Enrichment Triad Model was developed in conjunction with the Three Ring Conception of Giftedness discussed in Chapter 3 of this book. This model, which is essentially a learning theory, is primarily designed to serve as a practical guide for promoting what I referred to in Chapter 3 as creative/productive giftedness. It was originally published as articles in a two part series (Renzulli, 1976, 1977a) and subsequently a short book (Renzulli, 1977b). Both of these models were greeted with a fair amount of skepticism in the gifted education community because they disagreed with prevailing trends about the conception of giftedness, a focus on advanced lesson learning approaches to developing giftedness, and the belief that higher level thinking skills were the exclusive province of gifted students only. The Three Ring and Triad models, however, "got legs," and as they grew in popularity over the years I gained new insights about issues related to practical strategies for implementing the three types of enrichment around which the Triad Model is organized.

This chapter is an updated version of the original work on Triad and a compilation of the original theory plus various conceptual and practical additions that have been added over the years. The chapter serves as an overview rather than as a practical guide for implementation. Readers interested in the nuts and bolts of implementing the Triad Model are referred to a much more detailed guide that can be found in Chapters 5 through 7 of our book entitled *The Schoolwide Enrichment Model: A How-To Guidebook for Talent Development* (Renzulli & Reis, 2014).

Background

During the course of my involvement in the gifted education movement, I have observed a never-ending quest to define those things uniquely or *qualitatively* different about the types of curricular experiences that should be recommended for gifted and talented students. Indeed, the term "qualitative differentiation" has emerged as one of the field's major contemporary clichés. With the possible exception of the age-old concern about *who* are the gifted, more attention has been given to this search for our identity than any other issue in the theoretical literature. Like searches for the fountain of youth and the pot of gold at the end of the rainbow, this quest for the meaning of qualitative differentiation has largely eluded us. This has resulted in a great deal of controversy and confusion about one of the major issues that could very well determine whether our field will gain the financial and political support necessary to grow and prosper.

My own attempt to deal with the issue of qualitative differences in learning was largely put forth in the book on The Enrichment Triad Model (Renzulli, 1977b). In the intervening years I have given a considerable amount of thought as to whether or not Triad had the "power" to stand up to the very criticisms described in the early chapters of that book. A good deal of that thought was stimulated by two main influences. First and foremost have been the experiences I have gained as a result of the many Triad-based programs that have developed over the years. It has been my good fortune to have become directly or indirectly involved in many of these programs. Through them I have learned a great deal about "what works," and also what we are capable of delivering in view of our own teacher training services, program planning activities, and resource utilization. These experiences have enabled me to reflect further upon the Triad Model, as well as other models that have been proposed to guide programming for gifted students. As I stated in the original writing about Triad, if we are going to survive and prosper as a specialized field of knowledge, we must become as adept at defining those things for which we stand as we have been in dealing with educational practices to which we are opposed.

The best way to justify the services to students recommended in Triad is to first say a few words about the purpose of gifted education and how we can defend

supplementary funds, resources, teacher training, and separate legislative acts, school district and university departments, academic majors and certificate programs, and research endeavors and publications. We can't do this by simply listing all of our traditional clichés (creative thinking, critical thinking, problem solving, etc.) because education leaders and policy makers have argued in recent years that these higher level thinking skills should be part of the curriculum for all students. And we can't talk about helping these students "achieve their potential" because critics have said that this rationale is a legitimate argument for improving the education of all students.

I have maintained that, in addition to the "achievement-of-potential" argument, *the major purpose of gifted education is to increase the world's reservoir of creative and productive people*—the people who will become the inventors, authors, scientists, artists, entrepreneurs and the business, political, religious, social, and economic leaders of the future. These are the individuals that philosopher Harold Rudd called "force people;" and hopefully, if we create in these people a sense of social responsibility (see Chapter 5) our field will be producing individuals who will make the world a better place. This purpose of gifted education should not be interpreted as an expectation that we should focus our efforts on potential Nobel Prize winners, best-selling authors, designers, or composers, or other people who have achieved national or world eminence. People can use their creativity and task commitment to make changes that have an impact on local target audiences or even single individuals. And many people progress through levels of impact such as delineated in Kaufman & Beghetto's Four C Model of Creativity that ranges from small scale contributions (Mini-c) to the everyday (Little-c) experiences of creativity to professional contributions (Pro-c) and finally, eminent (Big-C) levels of creativity (Kaufman & Beghetto, 2009).

This standpoint on the purpose of gifted education leads to the types of learning experiences built into the Triad Model and the ways in which I define qualitative differentiation. If we want to improve the world's supply of creative/productive people then it is necessary to provide learning experiences for young people to develop an investigative and creative mindset. This is not an argument against curriculum acceleration or advanced lesson learning of received knowledge (see Chapter 7), but it does argue for experiences that emphasize the three types of enrichment that are

described in the remainder of this chapter. I believe that acceleration and enrichment are complementary rather than competitive approaches for developing gifted behaviors, but without a balance between these two approaches we are likely to produce smart people who will not make the kinds of contributions that will change the world in little and big ways.

The Enrichment Triad Model

The Triad Model is designed to encourage creative productivity on the part of young people by: (a) exposing them to various topics, areas of interest, and fields of study, (b) teaching them how to integrate advanced content, thinking skills, and investigative and creative problem solving methodology to self-selected areas of interest, and (c) and providing them with the opportunities, resources, and encouragement to apply these skills to self-selected problems and areas of interest. Accordingly, three types of enrichment are included in the Enrichment Triad Model (See Figure 1).
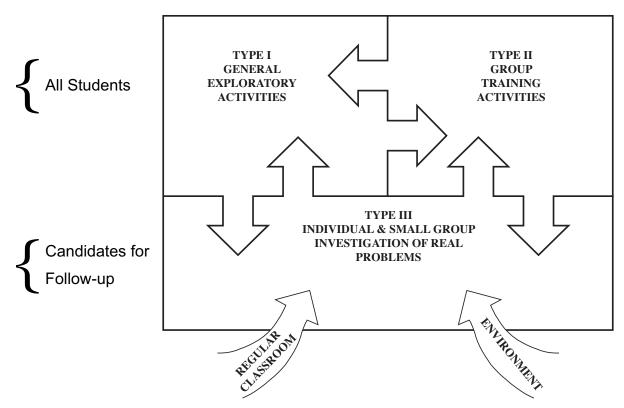
All Students {

Candidates for Follow-up {

TYPE I GENERAL EXPLORATORY ACTIVITIES

TYPE II GROUP TRAINING ACTIVITIES

TYPE III INDIVIDUAL & SMALL GROUP INVESTIGATION OF REAL PROBLEMS

REGULAR CLASSROOM

ENVIRONMENT

Figure 1. *The Enrichment Triad Model.*

The Triad Model is based on the ways in which people learn in a natural environment rather than the artificially structured environment that characterizes most classroom learning conditions. External stimulation, internal curiosity, necessity, or combinations of these three starting points cause people to develop an interest in a topic, problem, or area of study. Children are, by nature, curious, problem-solving beings, but in order for them to act upon a problem or interest with some degree of commitment and enthusiasm, the interest must be a sincere one and one in which they see a personal reason for taking action. The Enrichment Triad Model is designed to promote the *interaction* between and among the three types of enrichment depicted in Figure 1. The arrows in Figure 1 are as important as the individual cells because they give the model dynamic properties that cannot be achieved if the three types of enrichment are pursued independently or sequentially. A Type I exposure experience may, for example, have value in and of itself, but it achieves maximum payoff if it leads to Type II or III experiences for one or more students. And the backwards arrows in Figure 1 are intended to convey paths through which the Type III productions of some students can serve as both Type I and Type II training for other students. In other words, these two types of general enrichment serve to fulfill both awareness and instructional purposes, and they produce maximum pay off when they also stimulate potential new interests on the parts of other students. For example, in one school a group of students carried out a comprehensive study on lunchroom waste and then presented their work to other groups both within their school and at other schools and community groups.

A major change has taken place in our work over the years and has resulted from our concern about providing a practical organizational model to expand and enhance the delivery of the pedagogical services specified by Triad. In the Schoolwide Enrichment Model (see Chapter 11) we are now recommending that Types I and II Enrichment be provided to larger groups of students than those formally identified as gifted. In some cases this enrichment can be provided to all students and in other cases it might be for targeted groups (e.g., advanced math groups, students with a special interest in creative writing. The reason for this change is because formal identification obviously helps us select students with high cognitive and/or achievement levels; however, we may miss students who have great potentials for higher level performance

because of high interest and motivation, task commitment, and creativity: traits that are frequently overlooked in formal test-based identification procedures. This change is especially important if we want to examine the potentials of underachieving students, twice exceptional students, and low income and minority group students who typically do not do as well on standardized tests as middle class students. In this regard, it is a good idea to view Types I and II enrichment as *identification situations*[1] that may lead to Type III experiences, which are the most advanced type of enrichment in the model.

The Enrichment Triad Model is the pedagogical core for the organizational structure of our work described in the chapter dealing with The Schoolwide Enrichment Model. The Triad has also been used in a variety of gifted programs, regular classroom curriculum enrichment approaches, and as charter and magnet school themes. The Triad has been adapted and adopted in diverse suburban, rural, and urban schools throughout the country and it is widely used in schools around the world. A special issue of *Gifted Education International* (Renzulli & Reis, 2010) was devoted to world-wide adoptions of this model.

Type I Enrichment: General Exploratory Experiences

Type I enrichment is designed to expose students to a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not ordinarily be covered in the regular curriculum. In schools using this model, an enrichment team of parents, teachers, and students often organizes and plans Type I experiences by contacting speakers, arranging mini-courses, demonstrations, or performances, or by ordering and distributing films, DVDs, videotapes, or other print or non-print media. Type I experiences are designed to motivate students to such an extent that they will act on their interests in creative and productive ways. The major purpose of Type I enrichment is to include, within the overall school program, selected experiences that are purposefully developed to be motivational. This type of enrichment can also expose students to a wide variety of disciplines, topics, ideas, and concepts. Typical Type I methods of delivery include bringing in a guest speaker, creating an interest center, showing videos, directing students to web sites, or hosting a debate.

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[1] This concept has gained a good deal of popularity in recent years under the designation of "performance based assessment."

Type I enrichment experiences can be based on regular curricular topics or innovative outgrowths of prescribed topics, or stand-alone topics in which teachers think students will have an interest. But in order to qualify as a bona fide Type I experience, any and all planned activities in this category must be designed to stimulate new or present interests that may lead to more intensive follow-up on the parts of individuals or small groups of students. In Type I experiences, students are aware that the activity is an *invitation* to various kinds and levels of follow-up. The most successful Type Is consist of experiences that are dynamic in nature, include some hands-on activities rather than a "straight lecture" approach, and demonstrate investigative and creative opportunities in the topic area. A systematic debriefing of the experience will enable students to envision further involvement and the ways that follow-up might be pursued. Some sample debriefing questions include:

- What did you find interesting about the presentation [field trip, demonstration, web site, etc.] and did it make you think of anything else about the topic?
- Which part of the presentation caught your attention?
- Did this presentation raise any questions in your mind?
- What else would you like to know?
- Can you think of another person, place, or thing that would enable us to gain more information about this topic?
- Who would like to conduct a brainstorming session, based on what we have seen today?
- Take a few minutes and write down ideas, thoughts, and emotions that you have, based on what you have seen, heard, and experienced after watching today's presentation. Then let's share what we have discovered.
- Can you think of someone who wasn't here today to see the presentation who would have really enjoyed it?
- What skills do you have that would make this presentation something you would like to pursue further?
- Where could we find more information about this topic?
- What good ideas can you share about projects, research studies, creative writing, [etc.] that might be used to learn more about this topic?

- Are there any careers that this presentation makes you think of?
- Would anyone like to meet with me individually to explore possible follow-ups to this Type I?

An experience is clearly not a Type I if every student is required to follow up on an activity in the same or similar way. Required follow-up is a regular curricular practice, and although prescribed follow-up certainly has a genuine role in general education, it almost always fails to capitalize on differences in students' interest and learning styles. To make Type I experiences exciting to students, visiting speakers, for example, should be selected for both their expertise and passion about a particular area *and* their ability to energize and capture the imagination of students. Persons presenting Type I experiences should be provided with enough orientation about the model to understand the objectives described previously and the need to help students explore the realms and ranges of opportunity for further involvement that are available within various age and grade considerations. Without such an orientation, these kinds of experiences may not be viewed as exciting opportunities with potential for follow-up.

It is important to incorporate Type I activities into the regular classroom curriculum because these activities need to be seen as rooted in classroom instruction. Following any Type I activity, an assessment of the levels of interest of all students can be conducted and advanced Type I activities that pursue the material in greater depth might be planned for highly interested students. In this case, there is an interest-based rationale for a special grouping or field trip that is different from offering Type Is only to high ability students. A general or introductory Type I should, of course, include all students at given grade levels.

The Type I dimension of the Enrichment Triad Model can be an extremely exciting aspect of overall schooling because it creates a legitimate slot within the curriculum for bringing the vast world of knowledge and ideas that are above and beyond the regular curriculum. It is also an excellent vehicle for teams of teachers, students, and parents to plan and work together on a relatively easy-to-implement component of the model. Type I enrichment is also an excellent vehicle for getting started in an enrichment cluster.

Type II Enrichment: Group Training Activities

Most educators agree about the need to blend into the curriculum more training in the development of higher order thinking skills. In this section, we discuss a systematic approach for organizing a process skills component, which we refer to as Type II training. Type II enrichment includes materials and methods designed to promote the development of thinking and feeling processes. Some Type II enrichment is general, consisting of training in areas such as creative thinking and problem solving, learning how to learn skills such as classifying and analyzing data, and advanced research, reference and communication skills. And some Type II training is very specific because it focuses on a particular discipline or projects upon which students may be working. Type II training is usually carried out both in classrooms and in enrichment programs and includes the development of skills outlined in the following chart:

TAXONOMY OF COGNITIVE AND AFFECTIVE PROCESSES

I. Cognitive Thinking Skills
   A. Creative Thinking Skills
   B. Creative Problem-Solving and Decision-Making
   C. Critical and Logical Thinking

II. Character Development and Affective Process Skills
   A. Character Development
   B. Interpersonal Skills
   C. Intrapersonal Skills

III. Learning How-To Learn Skills
   A. Listening, Observing, and Perceiving
   B. Reading, Note Taking, and Outlining
   C. Interviewing and Surveying
   D. Analyzing and Organizing Data

IV. Using Advanced Research Skills and Reference Materials
   A. Preparing for Research and Investigative Projects
   B. Library and Electronic References
   C. Finding and Using Community Resources

V. Written, Oral, and Visual Communication Skills
   A. Written Communication Skills
   B. Oral Communication Skills
   C. Visual Communication Skills
   D. The Acquisition and Appropriate Application of Digital Literacy Skills and Just-In-Time Knowledge

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Type II Enrichment skills are now receiving more attention in general education as a result of the Common Core State Standards (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) and the *Next Generation Science Standards* developed by The National Research Council, the National Science Teachers Association, and the American Association for the Advancement of Science (NGSS Lead States, 2013). There are also a large variety of commercial materials that have been developed to teach specific thinking skills, and we have found that an almost unlimited number of "How-To" books are particularly useful in developing the skills listed in the above chart.

Specific implementation of Type II enrichment cannot be planned in advance and usually involves advanced instruction in an interest area selected by the student. For example, students who became interested in botany after taking part in a Type I, hosted by a local florist, pursued advanced training in this area by doing additional reading in botany. These students compiled, planned and carried out plant experiments while learning about hydroponic research methods from How-To books that they found on the Internet. When we refer to these strategies, we use the term *process skills*, and include examples of specific skills within each of the five general categories listed above. Type II enrichment also serves a motivational purpose similar to that discussed in connection with Type I activities.

In general, Type II training provides students with various learning opportunities designed to improve their independent learning skills as well as the quality of their personal assignments, projects, and research. Type II enrichment also includes a broad range of affective training activities designed to improve social and emotional development, interpersonal and intrapersonal skills, and to promote greater degrees of cooperation and mutual respect among students. By placing this instruction within the framework of the regular curriculum, enrichment clusters, and any other special groupings of students, teachers can offer these valuable training activities without the risk of having the training be viewed as an end in and of itself. This category of enrichment has generally been well received by students because it usually involves more hands-on activities and students can begin to see the relevance of these skills for projects that they may want to pursue.

Developing a school wide "scope-and-sequence" of Type II resources should be a major responsibility of the Schoolwide Enrichment Team but the entire faculty should always be on the lookout for materials and resources that they believe would be worthwhile additions to the scope-and-sequence.[2] And teachers who become proficient in the use of any particular set of process skills should be asked to share their expertise with other members of the faculty. Material selection and use should be considered a long term and ongoing undertaking. Specific resources should be classified by the Taxonomy listed above and cross-referenced by grade levels and students' developmental levels. Almost all process skills can be introduced at early grade levels and reinforced with more advanced level resources as students progress through the grades. Teacher and student feedback should be used to determine the effectiveness of Type II training and replacements should be sought when selected materials are not doing the job well.

Type III Enrichment: Individual and Small Group Investigations of Real Problems

Works of theorists such as Jean Piaget (1959), Jerome, Bruner (1960, 1973), Leta Hollingworth, (1926), and John Dewey (1909) provided a part of the rationale for the original Enrichment Triad Model (Renzulli, 1976), but the ways that people learn in the outside-of-school world, was what fascinated me and subsequently led to the guidelines for Type III Enrichment. The model was fashioned into a series of creative instructional methods and curricular practices that found their way into programs for high ability students looking for ways to offer opportunities in addition to merely accelerating the regular curriculum. Essentially, Triad was developed to motivate and engage students by exposing them to various topics and areas of interest, offering instruction in thinking skills, creative problem solving, and investigative methodology, and providing them with the opportunities, resources, and encouragement to *apply* these content and process skills to selected areas of interest. The biggest "payoff" of the Triad model is having students engage in the kinds of Type III Enrichment that will be described in this section of the chapter. In many ways, Type III Enrichment is based on

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[2] An example of a Scope-and-Sequence chart can be found on pages 143–144 of our book on the Schoolwide Enrichment Model (Renzulli & Reis, 2014).

the ways in which people learn in a natural environment rather than the artificially structured classroom and prescribed curriculum environments that characterize most school learning situations. Type III Enrichment incorporates investigative activities and the development of creative products in which students assume roles as firsthand investigators, writers, artists, or other types of practicing professionals. Although students pursue these kinds of involvement at a more junior level than adult professionals, the overriding purpose of Type III Enrichment is to create situations in which young people are thinking, feeling, and doing what practicing professionals do, even if at a less sophisticated level than adult researchers, writers, or entrepreneurs. *Bona fide* Type III experiences incorporate the following four characteristics of what makes a problem real:

1. Personalization of Interest
2. Use of Authentic Methodology
3. No Existing Solution or "Right" Answer
4. Designed to Have an Impact on an Audience Other Than or in Addition to the Teacher

Type III enrichment is the vehicle through which everything from basic skills to advanced content and process skills blend together into student-developed products and services. In much the same way that all of the separate but interrelated parts of an automobile come together at an assembly plant, this form of enrichment serves as "the assembly plant of mind." This kind of learning represents a synthesis and an application of content, process, and personal involvement. The student's role is transformed from one of lesson-learner to firsthand inquirer, and the role of the teacher changes from an instructor and disseminator of knowledge to a combination of coach, resource procurer, mentor, and "guide-on-the-side."

When teachers work with students to reach this highest level of enrichment, they create in student the most rigorous kind of learning because students pursue a study or project of their own selection that is either related to a unit being studied or a topic that is of extreme interest to a student. The goals of Type III Enrichment are summarized in Figure 2.

Type III Enrichment Summary Sheet	
Definition	Investigative activities and artistic productions in which the learner assumes the role of a firsthand inquirer; the student is thinking, feeling, and acting like a practicing professional.
Target Audiences	Individuals and small groups of students who demonstrate sincere interests in particular topics or problems and who show a willingness to pursue these topics at advanced levels of involvement.
Objectives	1. To provide opportunities in which students can apply their interests, knowledge, creative ideas, and task commitment to a self-selected problem or area of study. 2. To acquire advanced level understanding of the knowledge (content) and methodology (process) that are used within particular discipline, artistic areas of expression, and interdisciplinary studies. 3. To develop authentic products that are primarily directed toward bringing about a desired impact upon a specified audience. 4. To develop self-directed learning skills in the areas of planning, organization, resource utilization, time management, decision making, and self-evaluation. 5. To develop task commitment, self-confidence, feelings of creative accomplishment, and the ability to interact effectively with other students, teachers, and persons with advanced levels of interest and expertise in a common area of involvement.
Key Concepts	• Personalized learning by doing. • Real purpose applied to the production of a real product for a real audience. • Student's role is transformed from lesson learner to firsthand inquirer. • A synthesis and application of content, process, and personal involvement.
Action Information	• Action Information Message* • Management Plan for Individual and Small-Group Investigations* • Type III Mentor Matrix* *In chapter and online

Figure 2. *Summary of Type III Enrichment.*

A Few Examples of Type III Enrichment Projects

The best way to understand what Type III Enrichment is all about is to look at a few examples that point out roles that teachers, students, and even parents play in the Type III process.

- A parent drove her child and other students to architecturally significant buildings in their community so they could photograph them and subsequently design and build scale models. They researched the buildings' histories and presented their findings, models, photos, and the "talking biographies" of each building at a town shopping mall.

- A math teacher who is passionate about origami conducted a Type I demonstration about how to make different origami figures and followed up by serving as a mentor to a student who wanted to pursue a more in-depth Type III project and enter her work in an origami competition. This teacher also helped a second-grade student use origami to create Japanese paper cranes, which were subsequently suspended from the ceiling of the school library.

- An advanced first grade student wrote and illustrated an ABC book about the animals in Africa and used it to teach her classmates about the alphabet and African geography.

- A third-grade student created and illustrated a dictionary and audio recording identifying items in architecture in two languages. He used his work to teach other students about this topic.

- A fifth-grade student studied bullfighting and moderated a debate on ethical issues related to this sport for a group of students in his classroom.

- A middle school student wrote an historical fiction novel on her family's immigration chronicle and prepared illustrated copies for several family members.

- A group of secondary students wrote, produced, and were the actors in an original play for a drama competition. The play was later entered into a drama competition.

- A student interviewed his neighbor who was a Brooklyn Dodger baseball player with Jackie Robinson, the first African American to play professional baseball. He wrote an article that was published in a local newspaper.

- A student learned to cook with her mother and grandfather. Neither her mother nor grandfather measured any ingredients nor were the recipes written down. Fearful that the great food they produced would one day be

lost, she made working recipes that she and her siblings could replicate. She created a family cookbook that included photographs and short segments about memories of each dish and subsequently shared the cookbook with family members and other interested persons.

- A student interviewed his family members about their memories of 9/11. Although it is a current event for adults, 9/11 is history for our students. His uncle was in the military and provided a unique perspective. His mother, father, and grandfather all provided their memories, and the student compiled them in a book.

A good way to "test" whether or not student products are *bona fide* Type IIIs is to reflect upon them using the following questions in Figure 3. If the "answers" are the same as those indicated in the following box, then we can be assured that students' work meets the criteria we are seeking for high-level applications of this concept.

Criteria for Type III Enrichment	Yes	No
1. Did every student do it?		**X**
2. Should every student do it?		**X**
3. Could every student do it?		**X**
4. Would every student want to do it?		**X**
5. Did the student do it willingly and enthusiastically?	**X**	
6. Did the student use appropriate resources and methodology?	**X**	
7. Was the work directed toward having an impact upon an audience other than or in addition to the teacher?	**X**	

Figure 3. *Criteria for Type III Enrichment.*

Each Type III topic and product idea is almost inevitably germinated by an enrichment experience about something that happens to trigger the interest, either in or

out of school. Many excellent resources are available to help students consider their interests and the potential Type III Enrichment projects they might like to pursue. Thanks to the Internet and the types of electronic resources such as the one described in Chapter 14 of this book, young students in almost any part of the world can have access to a wealth of resources that were previously available to only a very small group of scholars and adults. In excellent Type III studies, students select both the topics and the products they wish to pursue. And in a certain sense, the teacher builds the curriculum around the child as depicted in Figure 4. Rather than define each product and determine the content and outcomes prearranged in typically prescribed curriculum, teachers help guide and facilitate the learning process of individuals and small groups. Teachers provide support and guidance for planning, organization, decision-making, resource procurement, audience finding, and editorial assistance to bring product quality to its highest level. The experience becomes a dynamic learning environment where a students' gifts and talents emerge in creative and investigative ways, but the student(s) (not the teacher) is in charge of his or her own learning. Each student's unique blend of interests is developed and celebrated. The Management Plan in Figure 5 is designed to guide students toward focusing on problem finding and focusing, exploring various product formats and possible outlets and audiences, and procuring the resources necessary to carry out their work in a professional way.

Figure 4. *Finding Appropriate Outlets and Audiences for Student Work.*

MANAGEMENT PLAN FOR INDIVIDUAL AND SMALL GROUP INVESTIGATIONS

Name: _____ Grade: _____ Estimated Beginning Date _____ Ending Date _____

Teacher: _____ School: _____ Progress Reports Due on Following Dates _____ _____ _____

General Area(s) of Study (Check all that apply)

☐ Language Arts/Humanities ☐ Science ☐ Personal and Social Development

☐ Social Studies ☐ Music ☐ Other (Specify) _____

☐ Mathematics ☐ Art ☐ Other (Specify) _____

Specify Area of Study

Write a brief description of the problem that you plan to investigate. What are the objectives of your investigation? What do you hope to find out?

Intended Audiences

Which individuals or groups would be most interested in the findings? List the organized groups (clubs, societies, teams) at the local, regional, state, and national levels. What are the names and addresses of contact persons in these groups? When and where do they meet?

1. _____

2. _____

3. _____

4. _____

5. _____

Intended Product(s) and Outlets

What form(s) will the final product take? How, when, and where will you communicate the results of your investigation to an appropriate audience(s)? What outlet vehicle (journals, conferences, art shows, etc.) are typically used by professionals in this field?

Methodological Resources and Activities

List the names & addresses of persons who might provide assistance in attacking this problem. List the how-to-do-it books that are available in this area of study. List other resources (films, collections, exhibits, etc.) and special equipment (e.g., camera, tape recorder, questionnaire, etc.). Keep continuous record of all activities that are part of this investigation.

Getting Started

What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve the problem? If "raw data," how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?

Figure 5. *Management Plan for Individual and Small-Group investigations.*

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Follow-up studies with numerous young adults who participated in Triad based programs (Delcourt, 1993; Hébert, 1993; Starko, 1988; Westberg, 2010) have almost always revealed that one or more of their Type III experiences have been determining factors in making decisions about college majors and career choices. And many respondents to follow-up inquiries point out how their own professional contributions can be traced back to work carried out in Triad programs.

The *most important things* students have "taken away" from their Type III Enrichment projects are obviously a greater interest in and expertise for examining a topic of their own choosing in a rigorous and highly professional way. They also developed a set of advanced level thinking skills and a creative and investigative mindset that is transferable to a much broader range of competencies essential for future work and careers that place a premium on creative productivity. These skills include increased self-efficacy—a belief in them selves that they can do something that was bigger, more robust, and more challenging than what they have previously done in school. They also developed important executive function skills such as organizational and time management skills, self-regulation, task commitment, goal orientation, a strong work ethic, the ability to work cooperatively with others, and the communication skills that allowed them to share their work with target audiences. Mostly, they learn that this "assembly plant of the mind" can make the learning process itself a more joyful experience than simply acquiring and storing information. It is for these reasons that I continue to advocate for the Triad Model as an essential approach for talent development in young people.

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